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JANUARY, 1918

Number 1

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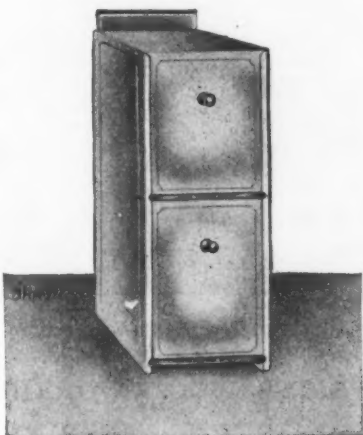
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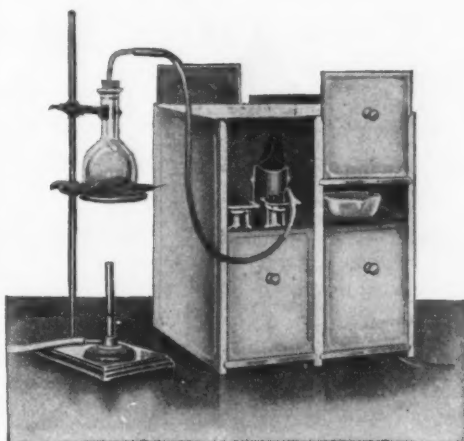
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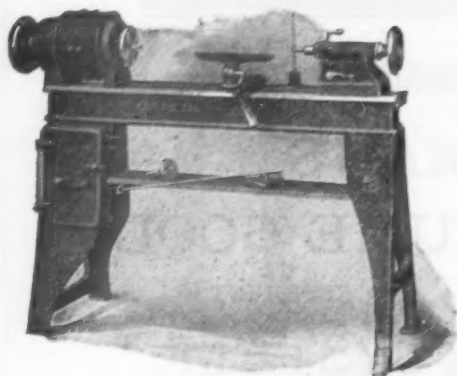
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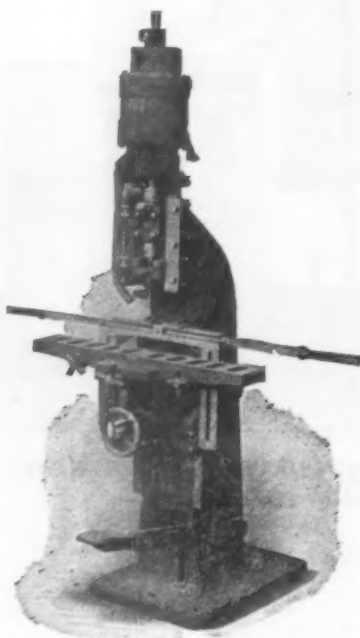
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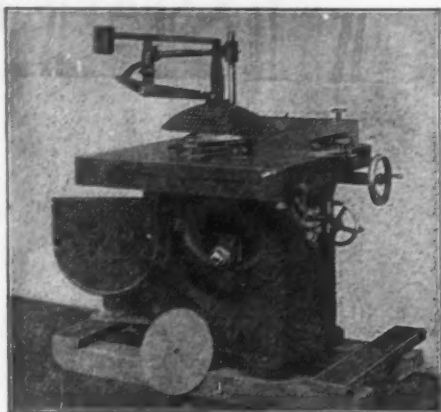
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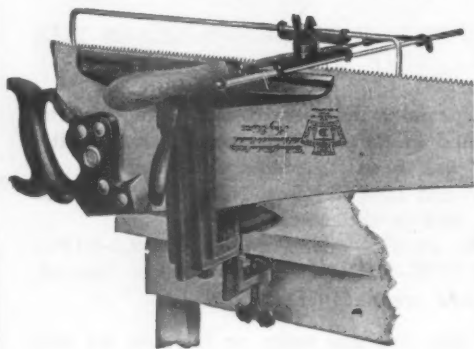


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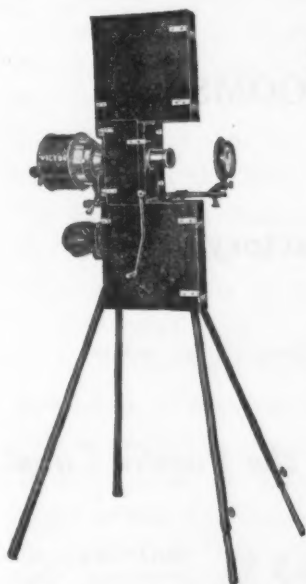
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Vol. XIV

JANUARY, 1918

No. 1

The Official Organ of the California Teachers' Association
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Contents

Editorial. Author Henry Chamberlain.....	10
City and County Consolidation; The County Unit; Progress in the Council; Rural Life Conference; Plans for 1918.	
Conservation of Teachers in Service. C. E. Rugh.....	14
The School and the Nation. Shailer Mathews	16
Danger Signals. A. E. Winship.....	16
Literature and the War. Alfred Noyes.....	17
Our Preparedness Program. Alexis F. Lange.....	18
The Law Governing Sample Copies of Textbooks. Will C. Wood.....	19
Traveling Industrial Exhibits as a Means of University Extension. Wallace Hatch	20
C. T. A.—Southern Section.....	23
Resolutions, Southern Section. Mark Keppel, Chairman.....	24
Council Meeting	26
Meeting, Board of Directors.....	27
Board of Directors, Adjourned Meeting.....	28
Plans for 1918	29
New Section, C. T. A. G. A. Bond, Secretary.....	29
Notes and Comment	31
The Librarian's Desk	45

Editorial

City and Co. Consolidation

CONSOLIDATION of City and County Government has decided advantages. Especially is this true where the boundaries of the municipality and county are practically coterminous. If a county is small in extent and the city reaches into all sections of the county, time, energy and money can, through consolidation, be saved to the tax payers. With a dual scheme of administration many offices are duplicated. Not only are salaries multiplied, but the multiplying of county and city officers materially complicates the administering of laws and clogs the machinery of government.

Such consolidation has for years been proposed for Alameda County, with Oakland, Berkeley and Alameda and other cities and towns uniting with the outlying districts. The Tax Payers' Association of California has just issued a 194-page report on City and County Consolidation for Los Angeles. The work was done under direction of Herbert W. Clark and Will H. Fisher, Director and Assistant of the Tax Payers' Association. This report shows exhaustive study of many of the problems of City and County administration. It points clearly to the value of budgeting and centralizing of authority and responsibility and the consequent saving of money to the tax payer.

Through the securing of unity and simplicity in machinery of government much may be hoped for. Proper consolidation should reduce patronage and "pork barrel" methods. Whether Los Angeles City and County are ready at this time for such consolidation may be open to question. It undoubtedly will

come some day. We have vivid recollections, however, of our attempts some years ago while a member of a Committee on proposed consolidation of the City of Pasadena, working with like Committees of the Cities of South Pasadena and Alhambra.

Meritorious is the report just issued. Every teacher and tax payer in Los Angeles City and County and the State should be familiar with it. Certain conclusions regarding the school system cannot be accepted in full. Under the caption, "A Unified School System," the report says:

"The Tax Payers' Association is strongly of the opinion that the consolidated city and county ultimately should cover all activities of local concern, including the school system, and that the school board, instead of being a separately elected body, should be appointed by the manager or mayor, and that its appropriations and tax levies should be made by the council."

It is highly problematical that the best results will come from a Board of Education appointed by mayor or manager rather than one elected at large. Indeed, much of our experience points in the opposite direction. Certain it is that appropriations and tax levies should not be made by the Council. This feature has been contested and fought out in the courts again and again. The City Councils, realizing that more money is frequently spent upon schools than for all other purposes in municipal government, contend that the Council rather than the School Board should hold the purse strings. Much bad politics, intrigue, chicanery, together with incompetency, has been eliminated by placing these matters in the hands of a separate

Board. A City Council has to give its attention to the cleaning of streets, to policing, to railroad franchises, and to details governing licensing of peddlers and to beggars on street corners, and has little time to consider intelligently the claims of appropriations and tax levies in the interest of American citizenship.

The administering of a system of urban schools is a vastly different problem from that of administering rural schools. While, as the report points out, there is a deal of lost motion and unnecessary expense involved in administering the schools of Los Angeles County through the "176 separate School Boards within the County of Los Angeles, with a total membership of 585," it does not follow that all schools should be under one head. What is needed is a County Unit of administration for Los Angeles County, applied to all districts aside from those covered by City Boards of Education. By thus bringing under the County Unit all elementary and high school districts outside the cities of Los Angeles, Alhambra, Long Beach, Pasadena, Pomona and Santa Monica, by abolishing all other individual districts, by doing away with the system of district trustees, by electing or appointing a County Board of Education, and by allowing the County Superintendent sufficient assistance to thoroughly supervise the schools, results may be expected.

Says the report:

"It is the opinion of the Association that it would be extremely difficult to devise any system for the schools that would be more inefficient and wasteful than the district system that now exists."

We are pleased indeed at the attitude of the Tax Payers' Association as reflected in this statement. For years

this magazine and many of the forward-looking men and women in the profession have been seeking to abolish the district system. With all forces working together we should in the near future see the County Unit in school administration displace the wasteful, inefficient district system, good in its own day and generation but now entirely outgrown.

The County Unit

"Please tell me," writes Superintendent George Schultzberg of Monterey County, "why it takes 321 people (the District Trustees) to conduct the schools of Monterey County, with only 150 teachers, 3671 children and an expenditure of \$50,000 per year, when in the City of Oakland for example, seven persons (the Board of Education) accomplish the task of conducting a system with 1027 teachers, 40,000 children and an expenditure of \$1,508,893 per year?"

The answer to that question, my dear sir, is that in no adequate sense are the schools of Monterey County conducted. They are allowed to grow and develop very much as was Topsy. While Monterey has done very much more than has many counties in the State in the matter of consolidation of schools and in other modern lines, this in common with all our counties is far behind the cities in administration and effectiveness of school system.

What you need in Monterey County is what is needed in every county—a substitution of a larger unit of administration for the District System. There is no earthly need for 321 Trustees in your county. One Board of Education for the county should administer the schools. Such plan not only guarantees great saving in money and energy but by placing in the hands of the County

Superintendent the nomination of teachers, guarantees to a given district a teacher not only qualified, but one adapted to the particular position. Favoritism and politics are at a minimum.

With the County Unit established and the elimination of the District plan, the consolidation of schools would be materially simplified. Let's make our rural schools as effective and efficient as our city schools.

A recent County Institute enacted the following through its resolutions:

"That, whereas the present greatest educational need of the State is closer rural supervision, we favor the enactment by the legislature of a law providing for an elected County Board of Education, whose chief duty shall be the selection of a county superintendent, and which shall exercise other duties similar to those of a City Board of Education."

What we need is rural supervision, the County Unit, Consolidation of Schools, the appointive County Superintendent and teachers trained for rural life and teaching. Let's made progress. We have faith to believe that Monterey County will take the lead.

Progress in the Council

The recent meeting of the Council of Education at Los Angeles demonstrated anew the tremendous power of the teachers of the State and of their representative body in furthering the cause of education, and the advancement of the profession. There was further shown the necessity for a two-day session, even at the semi-annual meeting. The work is entirely too heavy for one day. In a number of instances, also, various members of the Council were called away on important commissions or in attendance upon Committee work connected with the Council, and the benefit of their advice was lost to their

fellows during the reading or consideration of a given report.

We pointed out some years ago the necessity for giving ample time to Council work. When busy men and women devote time, energy and money to the task of collecting data and of preparing reports that look toward the betterment of all the schools, all the pupils, all the teachers, then ample time should be allowed for their consideration. To do this properly, reports should be printed in full or in outline preceding the meeting. The members should have digested the reports, together with their findings and conclusions before coming to the meeting. This gives opportunity for discussion based not on snap judgment but on mature consideration. This places the Council in the position of a deliberative body. It obviates the necessity for paper reading and speech making.

As pointed out by President Cox at the last meeting, many of our Council members, not merely Committee Chairmen, are making noteworthy contributions and giving their time unselfishly in the service of the schools. By preparing all papers and reports before the meeting any tendency on the part of a member to give less than his best would be eliminated. No hastily constructed document would be presented. Our work could be carried on as is much of that in historical, geographical and scientific societies.

Let it be remembered, however, that up to this time the funds of the Local Section as well as the funds of the Central Body have not been adequate. Council members have repeatedly paid their own expenses in whole or in part for traveling and hotel bills in attendance upon Council meetings. Members of the Board of Directors and of the Legislative Committee,

came from Southern California to Sacramento and paid all their own expenses. Where such sacrifices are made and where such results are secured, it is no wonder the State of California stands out for mention by educators throughout the nation as having the best organized and most efficient Teachers' Association in the United States.

Rural Life Conference

The Conference on Rural Education and Country Life held at Chico the week of December 3 showed clearly the need for such meetings. This conference, held under the auspices of the United States Bureau of Education, was the first of its kind on the Pacific Coast. A series of such conferences is being held throughout the nation. Mr. J. L. McBrien of the Bureau had charge of the programs and conducted the conference. The meetings were participated in by a considerable number of men and women from California and Pacific Coast states. Mrs. Lura Sawyer Oak of the Chico Normal gave material assistance in the program arrangements. The Chico Normal placed every convenience and courtesy at the disposal of the members of the conference.

As result of the meeting there were, among others, two resolutions deserving of mention. These related to securing for rural communities a larger unit in school administration and more adequate supervision of the rural schools. It is to be hoped that the work of this conference may help materially in bringing about these important results.

While the meeting was termed a conference, it was more a convention than a conference. In common with most programs, each session was overcrowded. Instead of devoting the entire time of a given session to consideration of some one important topic, to the end that the

ground might be cleared and some conclusions might be drawn, it frequently happened that one speaker followed another without close articulation of topics. This plan is the one followed by practically every educational meeting the country over, and criticism is not to be fastened simply upon the meetings in question. Again we wish to say that what is needed is a centering upon two or three important topics, a reduction in the number of speakers upon a given program and the consequent clearing of the ground to the end that something may be determined. All in all this first conference on Rural Life and Education upon the Pacific Coast was productive of much good. Others should follow.

Plans for 1918

The plans for 1918 cover articles adapted to elementary and high school work and problems of organization and administration. There will be discussion of the teaching of the languages, English, science, home economics, primary reading, geography as a basis for history and commercial and industrial education, citizenship, consolidation of schools, the county unit of administration, the intermediate school, junior college, supervision as viewed by supervisor and supervised, the county institute, thrift, education during the war period and after, and other topics.

Among our contributors will be Dr. Thomas H. Briggs, Teachers' College, Columbia University; Professor J. F. Hosick, Editor of the English Journal; Dr. E. P. Cubberley; Frank A. Fitzpatrick of Boston; Ada Van Stone Harris, Supervisor of Primary Education, Pittsburgh; Otis W. Caldwell, Director of Lincoln Experimental School of Teachers College, New York City, and other equally prominent men and

Southern Section Meeting

(Synopsis of Addresses.)

Conservation of Teachers in Service

C. E. RUGH

University of California.

THE principles for conserving any resources must be conceived and stated in terms of the qualities to be conserved and the service to be rendered. What is the service of the teacher?—a sample, a good example to the learners. What is the greatest qualification of a good teacher?—*Surplus vitality*. Surplus vitality of the pupil makes learning possible. Surplus vitality in the teacher makes him a good example and makes for efficient teaching.

Conservation of this vitality is now important, because the strenuous life demanded, along with the more mature age of teachers, in part accounts for the increasing death rate in the teaching force, and the increasing numbers of teachers out on sick leave.

Another important reason for conservation is the present world war. Some strong, verile men have enlisted; others have been drafted. The new economic order with its increasing demands will add new burdens and make new problems for the school. If the United States is to meet these demands, there must be more verile men in the school business. Our boys, yes, and our girls also, should come under the influence of men who have helped in the world's work.

Teachers need surplus vitality for the same reason they need a surplus bank-account,—to draw upon when the need arises. A surplus of vitality must be based upon vitality. Life is best described as a harmony of rhythms. As Spencer has shown, the world is constructed on the rhythmic principle. It is not at all peculiar that our bodies and our lives should be so constituted.

Three of these rhythms are distinguishable in us. The dynamic rhythm is the one by which we appropriate power from the world. The heart beat,—say 72 times a minute; respiration,—sixteen times a minute; eating,—three times a day; the daily rhythm of waking and sleeping. Length of life and strength of life depend upon how these different rhythms are harmonized. Death comes from breaking one of these rhythms. A disturbance of one will cause a disturbance of all.

The second rhythm is known as the kinetic. It is the system by which energy is released. This consists of the brain, adrenal gland, liver, thyroid gland and muscles.

The third set of rhythms is the psychic one, known as the personal system of impulses, sentiments, and purposes. The emotional states arising in this last set cause the release through the kinetic system, and calls upon the dynamic system for supply. Keep these rhythms in harmony, and a surplus vitality is assured.

The maintenance of a vital surplus is secured in much the same way as a bank balance is secured,—by looking out for deposits and checks.

Physical Surplus. The checks upon physical vitality are the various ways in which teachers violate hygienic laws. Physical surplus can be laid up by calling upon the dynamic rhythms for a more vigorous action than is required in teaching. This is best done by vigorous, happy, muscular exercise.

Mental Surplus. The checks upon the mental surplus are the checks cashed in physical vitality, together with the fact

that teachers deal with children and teach the same subjects from year to year. Physical Surplus is insured by calling upon the system of rhythm for a more vigorous response at some time in the day than is called for during the teaching hours. This is most effectively done through vigorous muscular exercise. Similarly, a mental surplus is secured and maintained by employing the mind daily upon problems and upon interests more difficult and more complex than those needed in the school room. The advancing knowledge in science, especially biology; the new methods of psychology and psychic analysis; the ever increasing social problems,—all offer inviting and profitable fields for teachers.

Checks to Spiritual Surplus. The checks upon physical and mental surplus are always checks to spiritual surplus. A teacher cannot do his work in a spiritual way, that is, with an enthusiasm begotten of impelling and compelling ideals, if he is lacking in physical energy. But the great check upon spiritual vitality is incident to the school business. As Bennett pointed out, and as many persons can testify from experience, blame, criticism, hate, and anger all sap spiritual power. As the school business is now organized and conducted, it seems necessary to spend much time in criticising the work and behavior of some one. If teachers could be induced to employ creative criticism by good example rather than by pointing out mistakes, how much more vital and spiritual our work would be. This does not mean that teachers can be spiritual by closing their eyes to errors and wrongs, nor by stultifying their judgments and thus employing what is sometimes called "soft pedagogy", but which is no pedagogy at all. It does mean that [since children are educated more by their hopes than by their fears; more by trying to excel rather than by trying to avoid and cor-

rect errors, teachers should avoid the effects of blame and criticism, and should motivate school work by developing ideals and good fellowship.

Vitality of any kind cannot be secured or maintained by talking about it—not even by thinking about it. Life is a harmony of rhythms and this harmony is secured and maintained by a regime and a program. No one can make your vital program, but some elements are common to all well regulated lives, and it may help us to consider these.

Suggestions for a Daily Program. Awakening and arising as the sunlight, with it when this is practical. The habit of harboring a feeling of sleepiness and tiredness when awaking must be avoided. Awakening should mean arousing ones energies for the day—tasks of the day. A joyous welcoming of the day and its problems is evidence of surplus. The physical toilet is important, but the mental toilet is just as important and since the teacher is to be an example to the pupils, her disposition and voice are just as important as are her face, hair, clothes.

Some time should be given to study before the days teaching. The vigorous walk to school insures a good circulation. The school plant and school program receive a survey for the day. Then comes the first teaching period. Lunch with teachers. Afternoon program. Then the relaxation and vigorous physical exercise of the day some time before dinner. Tattling and knitting do not suffice.

The dinner hour should be unhurried. Dinner over, then comes the "whetting of the wits",—some time with amusement, music, the theatre, social meetings, but frequently upon some important scientific, professional or social problem. The evening preparation for rest. A good night's sleep. Awakening again for a new day with a surplus that makes a good example for boys and girls.

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DEAN SHAILER MATHEWS

University of Chicago.

THE purpose of an American school is to produce Americans. That simple formula makes it impossible to introduce a school system into America possessed of German efficiency. German schools are efficient in producing Germans. We do not want to produce Germans. Whatever successful experiments in education have been made by other nations we are ready to study and approve. The American school must be fundamentally American.

The American School system has developed at least one characteristic. It has founded people's schools and not *volk schule*. The German system of education is so organized as to produce a ruling class and a subservient class. Ninety-five per cent of the German children never get better than an eighth grade education and many of them not better than a fourth grade. The higher schools are intended for men of the upper social classes. The American system recognizes no such distinction between classes. In this it is fundamentally democratic and democratic it must remain.

But equal opportunity for advance is not the whole of democracy; the American school must make American democracy, not merely democracy.

Doctrinaire teaching which would denationalize democracy is a reform against

nature. Democratic institutions have developed nationally not internationally. In developing the American democracy the school has the largest opportunity imaginable. It can do at least three things—first, it can teach successfully the history and meaning of American institutions; second, it can unify the children of different races by teaching a national tongue. No school in America should be permitted to use a foreign language exclusively in its instruction. To elevate any foreign language in an equality with the English language is an assault upon America. Third, it can inculcate habits of self-restraint in two ways: in respect of law and in the practice of thrift.

Schools cannot measure their efficiency by their ability to prepare children for the next higher grade. Only as they grasp the social significance of education can they fulfill their true duties. But such training in America is not one of blind subjection to dominate social leadership. The American Government should never follow the example of the German Government in the use of the schools to develop a national jingoism. America exists not alone for itself but for the larger world for which it is a part. The school must train our future citizens to realize the responsibilities as well as the advantages of American democracy.

Danger Signals

A. E. WINSHIP

Editor Journal of Education

EVERY occupation, trade and profession, has its inherent dangers. Signals against dangers are very recent, even in railroad circles. There was no danger signal system twenty-five years

ago. Now, the government, through its pure food laws and otherwise, has placed danger signals for nearly all manufacturing establishments, business and professional interests.

DANGER SIGNALS IN SCHOOL.

The teacher is constantly tempted to putter, nag and boss. The very conditions under which she works tends to magnify little things, tends to irritation at any failure to respond to her commands, tends to magnify the glory of domineering.

DANGER SIGNALS OUT OF SCHOOL.

The whole educational profession is now undergoing a complete change in its methods and principles of action. The first danger is the liability to head all children's work into the school life rather than into real life. It magnifies compliance with regulation, the adaptation of the individual to the system, and tends to place the school and its requirements above all other interests.

UNIFORMITY VS. PERSONALITY.

A second tendency in all plans for the school is to glory in uniformity. Biology has taught us, in recent months, that the human animal differs from all other creations, in that the thoroughbred in every other animal depends in value largely upon conformity to type. There are a few physical features absolutely necessary to prove standardization, as, for instance, in the case of the barred Plymouth Rock, where the cock has no value unless the last bar on every feather is white and the hen no value unless the last bar on the feather is black. In the case of the human animal, diversification is the high-

est type. That which would make any other animal a mongrel makes the human animal eminently important.

The school is in danger of paying a premium upon uniformity, whereas, the only real success in the education of the individual is in distinct personality.

SCHOLASTIC TEACHING A MENACE.

A third great danger always threatening a school program, is the magnifying of scholasticism, rather than education. Education is the power one attains to make the best use of the best that is in him. It magnifies his power to think, to speak, and to do things with the highest efficiency, whereas scholarship devotes itself primarily to knowing the most of what others have said or thought or done. The school must be placed on the budget system. Those in charge of courses of study and other plans and purposes of the school must, first of all, seek to know what the child is to most need as a child, as youth, and as adult and the time devoted to each element of the budget must be concerned wholly with what the child needs or is to need.

The school makes a fatal mistake when it undervalues that which the child learns out of school through its own initiative. The child is sure to learn very much that is of high value in his out of school life and this must never be undervalued in estimating the importance of his education.

Literature and the War

ALFRED NOYES
Pasadena, California.

THE wide and the varied literature among the allies is proof of the high ideals and purposes actuating them.

Mr. Noyes did not say so, but his own poems strike an exalted note when dealing with the war that is not found in his

earlier poems. Among the most notable of these is "The Searchlight" and "Princeton 1917."

As the searchlights from the boats at sea seek far and wide to catch a hint of danger, so we search for the deeper faith

involved in the allies cause. The lines following indicate this:

Shadow by shadow shipped for flight;
The lean black cruisers search the sea,
Night-long their level shafts of light
Revolve, and find no enemy.
Only they know each leaping wave
May hide the lightning, and their grave.

And in the land they guard so well
Is there no silent watch to keep?
An age is dying, and the bell
Rings midnight on a vaster deep.
But over all its waves, once more
The searchlights move, from shore to shore.

* * * * *
Not far, not far into the night,
These level swords of light can pierce;
Yet for her faith does England fight,
Her faith in this our universe,
Believing Truth and Justice draw
From founts of everlasting law;

The law that rules the stars, our stay,
Our Compass through the world's wide sea,
The one sure light, the one sure way,
The one firm base of Liberty;
The one firm road that men have trod
Through Chaos to the throne of God.

* * * * *
The tribute paid to our own country in the following lines is of a character to make the heart of her loyal citizens beat quicker and swell with patriotic pride:
If Washington should walk where friend and foe

Sleep and forget the past,
Be sure his unquenched heart would leap to know

Their souls are linked at last.
Be sure he walks, in shadowy buff and blue,
Where those dim lilacs wave
He bends his head to bless, as dreams come true,

The promise of that grave;
Then, with a vaster hope than thought can scan,

Touching his ancient sword,
Prays for that mightier realm of God in man;
Hasten thy Kingdom, Lord.

Land of our hope, land of the singing stars,
Type of the world to be,
The vision of a world set free from wars
Takes life, takes form from thee;
Where all the jarring nations of this earth;
Beneath the all-blessing sun,
Bring the new music of mankind to birth,
And make the whole world one.

Our Preparedness Program

ALEXIS F. LANGE

University of California.

THE carnage abroad and our inevitable part in it have for the moment made "preparedness" almost a part of military science. As such it means readiness on the part of the nation, to smite with all the weapons of modern warfare. It means the most adequate use of what we have, can do, and are, in grappling with the martial task thrust upon us. It implies that no one will shirk doing his bit.

But who is there among us that thinks of preparedness for war as a permanent state, however far off a lasting world peace may seem? Does not our great spokesman of the White House voice the national

purpose to wage war against war? Surely our mighty, but after all only incidental effort, to make the world safe for democracy, must involve many a step forward toward making it safe at home on a rising plain of continuous efficiency.

I recall, in this connection, a remark made to me just before the outbreak of the war by a retired German officer. I had asked him about the influence of philosophers of the Nietzsche type on German militarism and statesmanship. "Not as great," he said, "as the Pragmatic philosophy of your American big business. This has taught us by doing, how to succeed.

You are trying to curb and suppress its ruthlessness; we, I am afraid, are incorporating its principles and methods into our national policies."

With reference to the degree of mental efficiency attained or attainable by High School boys and girls, my thought willy nilly takes a constructive turn. Is not the cornerstone of success in this respect, as in all other respects, the omnipresent purpose to make the growth of boys and girls, instead of the subject, the Alpha and Omega of instruction? If a High School teacher can see steadily the whole boy and the whole girl, and can also see tomorrow, that is, the whole man and the

whole woman, receiving and giving, leading and following, making a life as well as a living, and always growing towards full stature, under tomorrow's conditions of American life, intellectual, economic, civic,—to such a teacher one can say: All other things will be added unto you.

Have I been rash in speaking of "our" preparedness program? I do not believe so. I am sure we do not want our school system to be without a country; nor curriculae, nor school life, nor mental discipline. Our proposals, our pledges, our loyal devotion, seek one end—the greatest preparedness of the greatest number for the safe progress of American democracy.

The Law Governing Sample Copies of Textbooks

WILL C. WOOD

Commissioner of Secondary Schools.

The recently enacted high school textbook law contains a provision concerning sample copies which should not be overlooked by teachers. The law provides that all books received by school officials for examination preceding the adoption of a textbook, must be returned to the publisher within thirty days after the adoption of a textbook in the subject by the high school board. Sample copies may be received at any time before adoption, so the law will not interfere in any way with the teacher's privilege of acquainting himself with books. The theory of the law is that the teacher, having examined the books submitted and having weighed their merits and decided which text is best suited to the needs of his school, has used the books as long as he is entitled to do so. The publisher lends the books to the teacher for examination. After he has finished the examination the books should be returned. This the law requires. To make sure that the requirement shall be

met, it provides that violation of the provision, if proved, shall be a misdemeanor, and any member of a high school board or public school official guilty of violation of the law "shall, in addition, be removed from his official position."

The purpose of the law is to put the relation of book publishers and school people upon a business and professional basis. The expensive system of sampling and furnishing desk books hitherto in vogue has added materially to the cost of text-books and the buyer of textbooks has had to foot the bill. Thrift in sampling, encouraged by law, and made general, should ultimately result in a reduction in the price of books. The new law must, of course, be observed.

We are under obligation for a number of pleasant holiday reminders including a scholarly volume from Ginn and Company, entitled *Fifty Years of American Education*. The author is Ernest Carroll Moore.

Traveling Industrial Exhibits as a Means of University Extension

WALLACE HATCH, Secretary.

Bureau of Visual Instruction, University Extension Division, University of California.

University Extension has increased in scope and influence with such rapid strides that it is impossible to measure the relative value of any particular kind of extension work or to designate any single line of extension activity as possessing relatively superior merit. Correspondence instruction, class instruction, instruction by lecture, social welfare work, etc., have all justified themselves as methods of extension activity.

Among the more recent means of extension, however, visual instruction has most rapidly won the favorable attention of workers in university extension and has enabled extension departments to reach thousands of people, particularly through the public schools, who could be reached in no other way.

One of the most significant developments in the field of visual instruction has been the organization and circulation of Traveling Industrial Exhibits. The Extension Division of the University of California has 109 such exhibits now in circulation, their estimated value being \$50,000.

THE LESSON OF "1915"

The Panama-Pacific International Exposition stimulated the interest of the people as it had never been stimulated before. Spending afternoons and evenings at "The Fair" became almost an obsession. Successful visualization of processes and products by means of exhibits was a subject of daily discussion. It is well within the truth to say that for one year the thoughts and habits of the large number of people composing the "Bay Cities" were completely dominated by the wealth of exhibits at their doors. A year with exhibits as the chief subject of conversation left its permanent imprint upon the minds of the people. Long before the close of the Exposition there developed an insistent demand for the "preservation" of some of the architectural features, and for the permanent adoption of the exhibit method of instruction to supplement regular book work in schools. Within a month of the

formal opening of the Exposition, educators from different parts of California had interviewed exhibitors all over the grounds on the subject of donating attractive displays for the permanent use of schools, museums, etc., and repeated requests came to the Extension Division of the State University to make a collection of valuable material which later could be shipped from school to school. Two exhibits which particularly interested educators of California were the traveling school museum from St. Louis and the collection of attractive display cabinets circulated by the Field Columbian Museum of Chicago.

BUREAU OF VISUAL INSTRUCTION

The Director of the University Extension Division, Dr. I. W. Howerth, gave careful attention to the entire subject of exhibit organization and circulation, and decided to introduce the traveling industrial exhibit as a means of distributing knowledge to the people. He created a Bureau of Visual Instruction and employed the present writer as Secretary. The Secretary brought to the work experience gained while Superintendent of Special Exhibits and, for a time, Acting Chief of the Departments of Education and Social Economy, of the Exposition. Work of the kind contemplated, if properly undertaken, requires a fund or Foundation and well established standards. No money was available, however, as funds more often follow than precede such new work and standards had to be established as the work progressed. In other words the people of California were educated to the value of exhibits for school use, but the idea had to be translated into something tangible before legislators could be expected to provide sufficient funds.

California expects to become the great industrial State of the Pacific Coast. If it is to achieve this reputation its boys and girls must be educated industrially. The establishment of an adequate number of vocational schools would require an investment at present prohibitive. Exhibits of industrial processes, however, could

furnish preliminary industrial information in logical and fairly comprehensive form and supplements vocational guidance instruction. These could be secured and circulated without cost, provided the entire plan was standardized to the complete satisfaction of educators on the one hand and co-operating industrial concerns on the other. Educators are beginning to realize that great corporations, even though they are organized primarily to manufacture and sell goods for profit, possess unlimited potential powers as teachers. A school located in the center of a great agricultural district fails in its duties to pupils and tax payers unless the agricultural opportunities latent in fields and workers are tapped and used to their utmost in supplementing the more classical work of the school-room. That this principle is accepted is attested by the rapid increase in agricultural courses. The same principle obtains in a great shoe or steel center where parents realize that co-operation between the school and the industry means better schools and more highly trained workers. Even where education is to lead to professional pursuits the close contact between the school and industry has been found valuable.

INDUSTRY AND SCHOOL COOPERATE

Every book in use in our public school bears the name of author and publisher. These names guarantee the authority of the writer as an instructor of youth, and the good workmanship and supervision of the publisher. Great industrial corporations can instruct with no less effectiveness than certified school teachers and frequently can outstrip professional teachers in interesting and training students. The industrial corporation in its task as teacher must be granted the privileges of authorship already enjoyed by professional teachers. In other words its name must appear on the exhibit as an advertisement and an evidence of authority exactly as the name of a writer appears on the outside and on the title leaf of the book. This principle has been established in exhibits which have been organized by the Bureau and although many industrial managers and educators at first viewed the suggestion with skepticism they have come to recognize its numerous valuable features. Weeks and sometimes months have been required

to convince industrial managers of the value of such educational work to themselves and to the schools, and to overcome the natural tendency of school authorities to view it as another type of advertising. Had the advertising principle prevailed the result would have been perhaps ten exhibits to one which was obtained, followed by the complete disgust first of educators and then of exhibitors.

Instead of this, months were given to perfecting methods of standardization and details of organization and circulation. Each exhibitor was patiently instructed by the Secretary of the Bureau concerning the educational side of the work and aided personally with exhibit layouts and descriptions. No two exhibits have been of equal interest to the same teachers and students as entirely different methods have been used in the treatment of the different subjects. Some subjects are of interest to certain teachers and of scant interest to others, and a number of the earlier exhibits were crude in plan and method of installation. But all exhibits have proved by actual tests their value in classrooms and laboratories and have been made an accepted part of the regular school work in more than 100 high and grammar schools in California. Their successful use for more than a year and a half and the insistent demand by the schools for new exhibits re-emphasizes the educational potentialities of industrial corporations, and the willingness of business men, so often called mercenary, to contribute in money and time to the promotion of public education.

METHODS OF EXHIBIT

The usual exhibit consists of two cases,—one a glass front case showing step by step the stages in the manufacture of some article of everyday use, from the crude material to the finished form. The case is made of metal, and is 26 inches long, 23 inches high and about four inches in depth. At the bottom of the case is a drop board which contains a complete description of the manufacture and use of the article, including detailed information about the crude product and the steps through which it passes to attain its final form in the finished article. The handling of the subject is made still more complete by the use of about forty 10 by 12 inch

photographs which are installed with full explanation in another metal case which contains ten wings 30 inches long and 20 inches wide. Where the subject lends itself best to photographs merely or to articles merely, two cases of one style are used. It has been found possible, too, to organize a number of working exhibits which combine instruction concerning articles or processes with illustrations of their methods of operation. The telephone, the piano, the talking machine, and the motor, for instance, are shown not merely by parts and pictures, but the actual operation of these every day necessities is shown in a way which leaves correct and permanent impressions on the minds of those studying.

Only a single subject is covered in an exhibit of two cases which remains in a school one or two weeks depending upon the size of the school. Exhibits are suspended from the walls of school rooms where they are usually studied under the charge of manual training, domestic science, or commercial teachers. They are seen by all pupils, and are studied carefully by pupils in the higher grades. Frequently principals and teachers arrange to make exhibits the basis for essay writing by the use of educational circulars picturing and describing exhibits or special lesson sheets furnished with the displays. In many instances the interest is so great that parents are invited to visit the schools for the purpose of seeing exhibits and learning about this new attempt to do prevocational work.

THE EXHIBITS AND VOCATIONAL GUIDANCE

Twenty years ago vocational guidance was little understood and relatively unnecessary. Industrial operations were comparatively simple and workers usually accepted occupations or professions made familiar by close association. Today machinery has almost completely replaced hand operators and factory and office systems have become minutely complex and obscured by details, red tape and intricate organizations. Raw products from mine or field enter a great factory at one end and leave at the other end in the form of finished articles or packages wonderful in their completeness and complexity. From the age of sixteen to twenty, boys and girls leave school to enter the indus-

trial world via the factory, office, store, or profession. They have received general instruction, but they are totally unfitted to make wise choices for future vocations. Industrial and professional schools, co-operative courses, etc., furnish excellent training for the small number of students they can accommodate, but without enormous investments and an educational revolution a large proportion of our future industrial workers will be thrown into occupations for which they have had no training and about which they have learned nothing. This is the place where the Bureau of Visual Instruction supplements most successfully the work of the public school. What is more important to this great army of industrial managers of tomorrow than short, concise lessons, new every week, upon the industrial problems to be thrust upon their attention. On the other hand, what kind of publicity can compare in effectiveness with the debt of gratitude thousands of future buyers feel towards the company or the trade-marked article which has been instrumental in furnishing accurate and fundamentally valuable information which may have assisted in shaping the thoughts and choices of a life-time?

The Bureau of Visual Instruction has obtained these exhibits only after the most careful study of each subject and painstaking supervision of everything pertaining to the exhibit and its handling. It makes no charge, except expressage, for their use, but insists that their study and circulation shall be strictly in accordance with carefully prepared directions. Each exhibit layout and description has been subjected to the closest scrutiny by the Secretary of the Bureau who must give his approval previous to installation. Exhibits do not replace industrial training, nor do they make unnecessary visits to industrial plants. They succeed, however, in making the preliminary study of an industry thoroughly logical and interesting, thus stimulating imagination and inquiry and leading doubtless in many cases to greater wisdom in the choice of occupations.

The following subjects are represented in the Exhibits already completed and placed in circulation, or in process of preparation:

Printing and Book-Binding; Litho-

graphy; Express Industry; Water Transportation; Sales Management; Evolution of a Typewriter and Its Appliances; Mechanical Bookkeeping; Graphite into Pencils; Manufacture of Self-Filling Fountain Pens; Wheat and Oats into Cereals; Manufacture of Shredded Wheat; Manufacture of Bread; Manufacture of Yeast; Distribution of Milk; Theory and Uses of Cream Separator; Manufacture of Butter; Manufacture of Beet Sugar; Manufacture of Evaporated Milk; Manufacture of Salt; Manufacture of Candy; Fruit and Vegetable Canning; Manufacture of Spices; Production of Tea—Coffee; Manufacture of Shortening and Cured Meats; Manufacture of Flavoring Extracts; Manufacture of Loganberry Juice; Manufacture of Rice; The Laundry Industry; Manufacture of a Mattress; Manufacture of Stoves; Manufacture of the Electric Range; The Talking Machine; The Porcelain Industry; Manufacture of White Enameled Bath Tubs; Schoolroom and Home Ventilation; Colors in Oil and Dry Colors; Lead and Oil into Paint; Theory of Color Harmony and Floor Wax; Varnish Gums and the Finishing of Woods; Enameling of Woods and Oil Paint for Plaster Walls; The Vacuum Cleaner; Silk Industry; Manufacture of Automobiles; Manufacture of Watches; Manufacture and Use of Gas Tractors; Rubber into Automobile Tires; Manufacture and Use of Explosives; Crude Oil Into Fuel and Lubricants; Manufacture and Uses of Carborundum; Manufacture of Structural Steel for Reinforcements; Manufacture of Plows; Manufacture of Building and Roofing Paper; Manufacture of Pianos; Prevention of Industrial Accidents; First Aid Practices; Seed Culture and Growing; A Tour of Yosemite National Park; Life, Accident and Sickness Insurance; Cotton into Finished Fabrics; The Knitting Industry; Manufacture of Workmen's Garments; Hemp and Flax into Rope; Making Hides into Shoes; Manufacture and Uses of Socket Electrical Appliances; Manufacture of the Mazda Lamp; Evolution of the Storage Battery; Manufacture of the Flash-Light and Battery; Manufacture of Motors; Theory and Operation of the Telephone; Submarine Cables—Development of the Telegraph; Use of the Microscope and Projection Lantern; Manufacture of Optical Lenses.

C. T. A.—Southern Section

The C. T. A., Southern Section, held its 58th Annual Convention at Los Angeles the week of December 17. County Institutes of the several Southern counties were held the first three days of the week and, as usual, these counties convened at Los Angeles for the Association during the closing days of the week.

Space in this issue prohibits extended mention of the meeting or reproduction of digests of many of the excellent addresses given. The President, Mrs. Grace C. Stanley, together with Dr. Albert E. Wilson, Recording Secretary, and the other members of the Committee, prepared and carried into effect one of the greatest programs ever placed before the educational world in this or any state. Professor Carleton A. Wheeler as Financial Secretary, through his energy and unselfish giving of time, was largely instrumental in securing an excellent membership. Dr. William H. Snyder, Mrs. Mary Putnam Henck, C. A. Langworthy, G. E. Hadley and other officers contributed in no small degree to the great success of this meeting. Men and women of national reputation were upon the program. Dean Shailer Mathews, Dr. Caroline Hedger, Dr. A. E. Winship, Dr. John R. Kirk, and more than a score of other men and women from California and outside the state, made the meetings, both the general sessions and sections, eminently worth while.

As might have been expected, the theme of the meeting centered upon the war situation, although attention was given to some of the most pressing problems on the professional and administrative sides of education. President Stanley emphasized the necessity for a larger unit in rural school administration and the value to come from a study, during the months preceding a meeting,

of one or more of the important problems to be discussed at the meeting. She struck the key-note of the Convention when she spoke of the necessity of unity among the teachers in things material to the end that worth while results could be accomplished for the entire profession.

During the week there were many luncheons and special conferences. The eminent Belgian violinist, M. Eugene Ysaye, rendered a wonderful concert on one evening for the benefit of the Association, and Harold Bauer as pianist gave a recital one afternoon. "The Mikado" was produced at the Lincoln High School by the Community Organization, and "Joan d'Arc" was produced by the students of the Manual Arts High School. The Time-To-Time Club held its meeting and banquet with President Miss Una Fowler presiding and as guests a number of the prominent women. The Schoolmasters' Club held its meeting, President Bert O. Kinney presiding. The Club elected as President for the ensuing year Dr. E. W. Hauck, Principal of the Fullerton High School.

At the Business Session the election of officers resulted in the unanimous and enthusiastic choice for President of Dr. E. C. Moore, President of the Los Angeles State Normal School; First Vice-President Miss Bertha Hunt, Santa Monica; Second Vice-President Arthur Gould, San Diego. Dr. A. E. Wilson was returned to the office of Recording Secretary, Carleton A. Wheeler to that of Financial Secretary, and G. E. Hadley that of Treasurer. Members of the State Council were elected as follows:

Mrs. Grace Chandler Stanley, San Bernardino.

Dr. E. W. Hauck, Fullerton.

Miss Wilhelmina Van der Goorberg, Los Angeles.

Miss Henrietta Visscher, Pasadena.

Council of Education, Southern Section were chosen as follows:

Miss Gertrude Brainerd, Los Angeles.

Mrs. J. C. Byrd, Santa Barbara County.

Mrs. Mary C. Colver, Los Angeles.

Mr. J. A. Cranston, Santa City.

Mr. E. L. Edgerton, Los Angeles County.

Mr. J. W. Groves, San Bernardino County.

Mr. George Hetzel, Pasadena.

Mr. E. E. Hitchcock, Los Angeles.

Mr. Wm. F. Huff, Long Beach.

Miss Minnie Hughes, Los Angeles.

Miss Kathleen Johnston, Santa Monica.

Mr. Ira W. Kibby, Pomona.

Miss Eleanor Martin, Pomona.

Mr. F. F. Martin, San Diego.

Mr. B. S. Milliken, Los Angeles County.

Mr. R. P. Mitchell, Orange County.

Mr. J. J. Morgan, Imperial County.

Mr. E. E. Muller, San Diego City.

Mr. J. R. Parker, Orange County.

Mr. F. L. Pochin, Riverside City.

Miss Hazel Virden, Ventura County.

Miss Abbie Wendling, Los Angeles.

RESOLUTIONS

High appreciation was extended to President Stanley and the executive staff for a series of meetings "rarely fine in spiritual content"; to speakers and musicians; to the L. A. Desk Co., the Underwood Typewriter Co., the L. A. Rubber Stamp Co., and the Business Equipment Co., and to the publicity committee, and the city press.

Adequate Auditorium Needed.

We appreciate the courtesies and hospitality of the citizens of Los Angeles at each recurring meeting of the Association, but we beg to respectfully suggest that the public auditorium facilities of the city are wholly inadequate for conventions of the magnitude of this Association. We, therefore, commend to the attention of the citizens of Los Angeles the need for a public auditorium that will seat 10,000 people.

Teachers' College Endorsed.

We approve heartily the plans of the Trustees of the Los Angeles State Normal School to strengthen its courses and increase its services

by converting it into a Teachers' College, and we pledge our support in securing legislative approval for that undertaking.

Higher Education for the South.

We record our hearty appreciation of the action of the Board of Regents of the University of California in establishing a branch of the Extension Division in Los Angeles and in establishing a summer session of the University in the Los Angeles High School to begin June 24, 1918. We recognize in the action of the Board of Regents an acknowledgment of the obligations of the University to the citizens of Southern California, and an appreciation of its obligations to divorce state education from any and all entangling alliances with private or sectarian institutions.

Study Classes for Association Week.

We recommend as a method of work in the combined Institutes and meetings of the California Teachers' Association, Southern Section, the formation of Study Classes to be held continuously throughout the week under the direction of competent instructors, attendance upon such sections to be voluntary. We request the officers of the Association and the County and City Superintendents co-operating with the Association to consider this method in organizing the programs for the Institutes of 1918, and, if possible, to announce the courses and syllabi for the same on or before October 1st.

A. B. 1013 on Tax Limitation.

Our public schools are the chiefest safeguard of Democracy in times of peace and are second only to the Army and Navy in times of war. In proportion to services rendered, our schools cost less and yield more than any other department of the government.

The work of the schools grows wider, and higher, and deeper, and more vital with the passing of the years. Any effort to curb these activities and decrease their usefulness meets our unqualified opposition. We believe that Assembly Bill 1013 contains some excellent provisions, and that it contains other provisions which are exceedingly vicious. We believe that if it were a law, it would work great harm to the public schools by decreasing school incomes and by lessening the scope and efficiency of school work.

We solicit the voters of California to defeat it, and we urge the Council of Education to submit by initiative petition a substitute measure which shall contain all the good and none of the evil features of Assembly Bill 1013.

Increasing School Funds.

The burden of supporting the common schools is being shifted steadily from the state and county to the district, and more and more our state common school system is becoming a district system with ever-increasing inequality of educational opportunity for the children of the elementary schools. Wealthy districts can do all things for their children, while poor districts can do almost nothing.

To correct this evil condition, and to restore a reasonable equality of educational opportunity to all the children of elementary schools, we recommend that the state and the county each furnish at least \$20.00 per unit of average daily attendance for the support of the common schools. To accomplish this result, we urge the Council of Education to submit to the people proper initiative measures for increasing state and county school funds.

County Unit.

We favor the County unit system and the unification of the public school system from the Kindergarten to the Junior College.

Fisheries Experiment Stations.

In view of the fact that numerous agricultural experiment stations are maintained by the Federal Government, and that the war brings before us vitally at this time the necessity for increasing the food supply through conservation of our fisheries resources, Congress was requested to make provision for at least five fisheries experiment stations.

Reorganizing School System.

There was advised the elimination from courses of study of all dead or non-essential material, and the adoption of less rigid tests on topics of doubtful value.

To the end that the school shall be able to adjust itself to new conditions after the war, there was recommended the appointment of a joint committee representing the educational department of the University of California, and the high and elementary associa-

tions, to be responsible for courses of study, for standards of requirements and to make a survey of the entire educational field in the state, and report thereon.

Democracy vs. Autocracy.

Recognizing that the United States of America, with her Allies, representing the principles and institutions of enlightened Democracy, and a philosophy of life compatible with the spirit and genius of a modern world, is now engaged in a desperate war with Imperial Germany and her Allies, representing the principles and institutions of Autocracy, and a philosophy of life compatible only with the stupidity, bigotry, and oppression of the Middle Ages, we, with the children of the public schools, hereby renew "Allegiance to the Flag and the Republic for which it stands," pledging to the President of the United States, the Army and the Navy, and to the individual soldier and sailor at the front, as to all loyal citizens at home, our unqualified loyalty and support, our hearts and our hands, our time and our talents, our love and devotion, in promoting each and every interest and measure that will contribute to the success of the arms of the Nation and to care for its men, and to the complete and lasting overthrow of the arms, institutions, and spirit of Imperial Germany and her Allies. To these ends we pledge ourselves to help the children of the public schools to participate intelligently and loyally in the support of the government by aiding the American Red Cross, the Junior Red Cross, the sale of war savings stamps and contributing to the relief and care of the victims of war among our people and their Allies.

Patriotism and Loyalty Exalted.

As the issues of peace must now be settled by the arbitrament of war, we regard as unworthy the teacher who withholds his best in this hour of national need. Called upon as teachers to exalt patriotism and loyalty in the minds of the youth of the land, we as zealously denounce disloyalty and treason; appreciating the priceless heritage of our liberties of free speech and a free press, we would disrobe the hypocrisy of treason that lurks behind disquieting doubts or offers masked apologies for a German philosophy that assumes that "might makes right," or that the rulers of Imperial Germany are chosen of God to rule over the destinies of men.

FOR THE COMMITTEE,

MARK KEPPEL, Chairman.

Council Meeting

Los Angeles, November 24, 1917.

The Council meeting was called to order at 9:30 a. m. in the office of the Los Angeles County Board of Education, Hall of Records, with President Cox in the chair. Roll call by Secretary Chamberlain disclosed the presence of the following members:

Bay Section—Lewis B. Avery, A. J. Cloud, Mary A. Darby, Jas. B. Davidson, Alice Rose Power.

Central Section—F. H. Boren, A. G. Elmore, F. M. Lane, E. W. Lindsay, J. O. Cross acting for J. A. Joyce.

Northern Section—E. W. Locher, Mrs. Minnie R. O'Neil, S. P. Robbins, H. P. Short

Southern Section—Ray E. Chase, C. H. Covell, Albert E. Wilson, Sara L. Dole, Mrs. S. M. Dorsey, R. D. Hunt, Mark Keppel, H. H. McCutchan, Alice L. Merrill, Adele Mosseman, Mabel E. O'Farrell, Emily Pryor, Jas. E. Reynolds, Albert Shiels, Mrs. Grace C. Stanley, W. L. Stephens, Robt. J. Teall, W. W. Tritt, J. F. West, Elizabeth Willis, John E. Wright.

The minutes of the last meeting, as published in the April, 1917, issue of the SIERRA EDUCATIONAL NEWS, were, on motion of Mr. Lindsay, approved.

Preliminary to the receiving of reports, the President called upon Mrs. Harry A. Kluegel, Director of Junior Memberships and School Activities for the American Red Cross, who presented the plan of the Junior Red Cross as developed in the schools and the homes.

The Chair made a preliminary statement to the effect that it was gratifying to know that so many of the measures proposed by the Council and its committees had received favorable consideration at the hands of legislators and were enacted into law. He stated that the difficulties concerning financial measures before the last session of the Legislature came from two sources: One of these was the plunging of this country into war; the other and chief difficulty being that the school forces of the State were not in accord. It was this lack of unity of belief and action that prevented a proper increase in state and county money. The Buildings and Grounds Tax measure did secure the

signature of the Governor at the very last moment through the urgent pleadings of the school forces. The President further stated that the operation of the new \$2.00 membership fee met with marked success at the Northern Section meeting, they unanimously voting to continue this as the permanent fee, and this at the best attended and most successful meeting in the history of the Northern Section.

Committee reports were then given. These will appear in a later issue.

Mr. Cloud suggested the appointment of a committee to work in co-operation with those representing other educational agencies for the betterment of conditions in training camps, cantonments, etc.

It was further suggested that there be compiled a text book, not necessarily a history, for use in the elementary schools, this to give the children some logical and effective notion of the growth and development of modern democracy, especially in its relationship to our country's part in this great war. There is no such material available. This organized body of teachers should draw up and print in the SIERRA EDUCATIONAL NEWS, our official journal, such a syllabus, this to be used in the schools.

On motion of Mr. Chase, two committees of five members each, were authorized as follows:

1. A committee on the possibilities of co-operation of this organization, or by the teachers of the State, in any way whatever recommended by the committee, to work at the cantonments and training camps having to do with the men under training or in the field.

2. A committee to investigate and have power to act after consultation with the Board of Directors as to the financial problems involved concerning the compilation and publication of a manuscript or brief text of the character outlined.

On second by Mrs. Dorsey, the motion was unanimously adopted.

There was carried unanimously, the following motion offered by Mr. Keppel, in reference to the Red Cross: That the California Council of Education endorse the Junior Red Cross movement and urge its immediate and energetic support upon the teaching body of the State of California.

On motion of Mr. Cloud there was authorized the appointment of a committee on Working Certificates and Compulsory Education.

A further committee was authorized on the subject of Physical Education to take into consideration the working of the new state law.

The President reminded the Council that he had been given a promise of release from his office, and suggested that the Council might have some recommendations to make to the Board. Mr. Keppel moved it is the sense of the Council that the Board of Directors use every effort to induce the President to continue under his term of office until the expiration thereof. The mover of the motion placed it before the house, and it was unanimously carried.

During the meeting, the President and Secretary were authorized to transmit to the President of the United States a telegram offering the assurances of this body of assistance in the great work which the President is so loyally and unselfishly carrying forward.

Reports of Committees on Consolidation of School Districts (both elementary and high), Mr. Cunningham, Chairman; Reorganization of the School System, Dr. Lange, Chairman; School Taxation, Superintendent DuFour, Chairman; and Junior Colleges, Dr. Snyder, Chairman, were promised at the next meeting.

On motion, the meeting adjourned.

ARTHUR H. CHAMBERLAIN,
Executive Secretary.

MEETING BOARD OF DIRECTORS

The Board of Directors of the California Council of Education met in the rooms of the City Board of Education, Security Building, Los Angeles, on the evening of November 23, 1917. The meeting was called to order at 8 o'clock by the President, E. Morris Cox. On roll call by Secretary Chamberlain, the entire membership was present, as follows: E. Morris Cox, President; A. J. Cloud, C. H. Covell, Sara L. Dole, E. W. Lindsay, Alice Rose Power, S. P. Robbins, W. L. Stephens, J. F. West.

The minutes of the meetings of April 13 and 14, and of June 1, 1917, were read and approved.

Consideration was given to an associate membership in the Association to pertain to

other than teachers, as set forth in the report made to the Association by Mr. Reynold E. Blight. Motion of Mr. West that the \$2.00 fee for membership pertain to all, whether teachers or others was carried. The present subscription price of \$1.50 to the Sierra Educational News for those other than members of the Association was increased to \$2.00.

Desire was expressed by all Council members to return, if possible, to a better physical magazine, with book rather than news paper, such as we were issuing previous to last year. If finances permit at the beginning of the New Year it was decided to do this.

The Secretary reported that one of the new sections authorized, that covering certain South Coast counties, was well along in its organization and that details of the complete organization would likely be perfected soon. It was on motion of Mr. West authorized that the President and Secretary be empowered to approve the South Coast counties' organization when the section was ready.

The desirability of a uniform membership blank for all sections was again brought before the meeting by the Secretary. President Cox and Secretary Chamberlain were authorized, through motion by Mr. Lindsay, to canvass this matter thoroughly and to report at the next meeting of the Board.

Suggestion made in the Blight report that the Association go on a budget system was looked upon with favor by all. The Board was at this time in doubt as to the membership for 1918 other than in the Northern Section. In consequence it was found impossible at this date to estimate the income. Soon as income from memberships for all sections is known, the Secretary will estimate the advertising income and submit a budget for 1918 covering receipts and expenditures.

The questions of title and tenure of the Executive Secretary as brought out in the Blight report, were put over until the annual meeting in April.

Dr. Shiels, who sat with the Committee, spoke strongly against too great segregation of powers and duties in our organization. While it is necessary in a democracy to act with the co-operation of all, and while there must be a division of certain responsibilities, it is still necessary to centralize. To act quickly and with effectiveness, power must

be delegated and those in authority held for results. He stated that if it were found necessary with the growing numbers in the Southern Section and following out the suggestion in the Blight report, to open an office in Los Angeles, with a resident clerk for the central body, that such clerk might also handle certain business connected with the Southern Section. In this case, however, such clerk or Secretary should be under the direction of the Executive Secretary of the Council, but the expense could be divided between the Southern Section and the Central body. Meeting adjourned until the following day.

ARTHUR H. CHAMBERLAIN,
Executive Secretary.

ADJOURNED MEETING BOARD OF DIRECTORS

An adjourned meeting of the Board of Directors of the California Council of Education was held in the office of the County Board of Education, Seventh Floor, Hall of Records, Los Angeles, on November 24, 1917. The meeting was called to order at 6:30 p. m., President Cox in the chair. Roll call by Secretary Chamberlain disclosed the presence of E. Morris Cox, A. J. Cloud, C. H. Covell, Sara L. Dole, E. W. Lindsay, Alice Rose Power, S. P. Robbins, W. L. Stephens, J. F. West.

The Committee on Teachers' Retirement Salary Law cannot carry on its work effectively without funds and already the Association is considerably in the debt of Mr. Chase, the chairman. Mr. Clouds' motion prevailed that the committee chairman, in conference with the Executive Secretary be allowed funds to carry on the work.

Mr. Boren was asked to sit with the Committee and to state the amount of money he thought it would be necessary to appropriate to carry on the Educational Survey. It was moved by Mr. West that if funds were available, that with the approval of the Secretary, \$100 be devoted to this work. Carried.

The President stated that the Board and Council had promised to relieve him from the Presidency at this time. The suggestion made at the Council meeting and passed over to the Board that effort be used to keep Mr. Cox in office through his present term resulted in a promise on his part to retain

the position if in the interest of the Association.

Regarding the time of the fall meeting of the Council, brought up by Miss Dole, it was finally decided on motion of Miss Power that the meeting be held on Saturday of the week of the Central Section meeting at Fresno or at San Francisco, at the time of the Bay meeting, March 30, and that the President arrange the details of time and place. Motion carried. The Secretary showed the desirability of holding the meeting at the time of the session of one of the Sections thus to secure to the members reduced rate of one and one-third fare, there not being sufficient members in the Council to warrant such a rate at a special meeting.

Members of the Council who do not notify the President or Secretary of their inability to attend the Council meeting were declared, if absent from two meetings, to have forfeited membership in the Council, resolution to that effect having previously been acted upon.

Meeting adjourned.

ARTHUR H. CHAMBERLAIN,
Executive Secretary.

PLANS FOR 1918

Preceding the meeting of the Board of Directors on the evening of November 23, and while various Committees of the Council were in session, there was a meeting of the Advisory Editorial Board. There were present Messrs. F. M. Lane, H. P. Short and W. L. Stephens, together with the Executive Secretary. The latter presented to those present a suggestive list of subjects for discussion through the columns of the "Sierra Educational News", during the year 1918, and covering matters of state and national educational import. This list had been prepared in conjunction with Dr. Richard G. Boone, Chairman of the Advisory Editorial Board, and after correspondence with various members.

There was consideration given to matters that seem to be important during the coming year and especially during the war period. Miss Maud E. Snay, Contributing Editor from the South, and Mrs. Minnie R. O'Neill, Contributing Editor from the Northern Station, and A. G. Elmore of the Central Section were present and gave valuable assistance.

NEW SECTION, C. T. A.

Minutes of Organization Committee

The first meeting of the Organization Committee appointed by the County Superintendents of Santa Clara, Santa Cruz, San Benito and Monterey counties, was called in the San Jose High School December 8, at 2 p. m. Twenty-four delegates were present. E. E. Brownell of Gilroy was elected chairman and G. A. Bond of Santa Cruz, secretary. Secretary Chamberlain of the C. T. A. was introduced and gave a talk on the history of the C. T. A. and its sections. He made the following recommendations to the committee: That the by-laws be made as simple as possible; that proper care be had in securing representation from each city and county and preserving the proper balance between centralizing and localizing power; that the programs be made through the assistance of a standing Program Committee; that the meetings be so dated in consultation with the Executive Secretary that talent secured for other section meetings be available here also; and that the handling of membership records be made as simple as possible in direct relation with the secretary of the federal body.

Mr. Kilkenny moved that the delegates here assembled hereby resolve to form a new section of the C. T. A. to include the four counties of Santa Clara, Santa Cruz, San Benito and Monterey, to be governed by such by-laws as may subsequently be enacted and that a provision be included in the same for any other counties to join. The motion was carried.

After considerable discussion it was moved by Mr. Kilkenny that the drawing up of by-laws be referred to a committee of six, four members to be appointed by the County Superintendents, one from each county, the chairman, Mr. Brownell, and Mr. Chamberlain, this committee to meet as soon as possible and report back to the Organization Committee for approval. Motion carried.

Mr. Smith moved that the next meeting of the Organization Committee be held in Santa Cruz. Carried. He also recommended that a provision be placed in the by-laws for sending all memberships direct to the Executive Secretary of the Council. This was approved by Secretary Chamberlain.

The meeting adjourned subject to the call of the chair.

G. A. BOND,
Secretary of the Committee.



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Notes and Comment

"The Money Value of Education" is the title of a recent bulletin from the United States Bureau of Education, prepared by A. Caswell Ellis, Professor of the Philosophy of Education, University of Texas. This bulletin is of particular value at this time. It shows graphically, in photographs as well as in text, the actual value to the individual of his various years of school. In the letter of transmittal Commissioner Claxton says.

The people themselves and their representatives in tax levying bodies need to be shown that no other form of investment yields so large dividends in material wealth as do investments in popular education, and that comparative poverty is not to be pleaded for withholding the means of education, but rather as a reason for supplying them in larger proportion.

The study shows the close relation between education and the production of wealth and the extent to which the wealth and the wealth-producing power depend on the quantity and quality of education.

Arrangements for the N. E. A. to be held at Pittsburgh next summer are going forward. The President, Mrs. Mary C. C. Bradford, Superintendent of Public Instruction of Colorado, has already made much progress on the program. In a recent telegram to Secretary Crabtree at Washington Mrs. Bradford said:

"Am sending as Christmas present to the National Education Association a service flag containing 756 stars, one of the largest service flags thus far made. Please hang as prominently as possible thus announcing the patriotism of the members of the N. E. A."

There is still much vacant school land in 48 of our 58 California counties—a total of 811,810.64 acres. In San Bernardino County over 252,000 acres, Inyo over 147,000 acres, Imperial 27,000 acres, Lassen 53,000 acres, Riverside 33,000 acres, San Diego 35,000 acres, and in many other counties acreage ranging from 30,000 to less than 1,000 acres. Anyone desiring to lease these lands should communicate with the Surveyor General, W. S. Kingsbury, Sacramento, and obtain a pamphlet containing a copy of the law governing the leasing of lands and a complete

list of lands available. The fee for filing an application is \$5.00 and the annual rental per acre is finally determined by the State Board of Control. All money derived from the leasing of these lands goes directly toward the support of the public schools.

With the voting of the bond issue of \$3,500,000 in the City of San Francisco, considerable progress is assured in the matter of erecting new buildings and making additions to present structures. A new high school is planned in the North Beach district, to cost approximately \$650,000, and new primary schools and annexes to a number of primary buildings. It is proposed to erect an additional building at the High School of Commerce, and an addition to the Mission High School.

Mrs. Frances Effinger Raymond, representing The Gregg Publishing Company on the Pacific Coast, has just returned to her office in San Francisco after an absence of

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some weeks. She has been visiting schools throughout the North Pacific Coast, British Columbia, Washington, Idaho and Utah. Her services were much in demand, especially in discussing in a public way the field of "Commercial Education—A War Measure." This topic of the Government's need of commercially trained women is a very important one at this time throughout the West. Many college graduates are taking up the study of shorthand and book-keeping. Mrs. Raymond appeared before many Ad Clubs, Women's Clubs and schools.

Each month Albers Bros. Milling Co., 332 Pine street, San Francisco, offers free to any Domestic Science Department one of their products for experimental class work. During January a quantity of "Albers Oats" for oat bread will be forwarded by the Company without charge on application by any teacher of Domestic Science. Prizes are given for the best recipes developed in class work. On application the Bureau of Visual Instruction, University of California, Berkeley, will send an exhibit fully illustrating the manufacture of cereal food. This graphic exhibit would be of value not only with classes in Domestic Science but as the basis for a language lesson with classes in elementary, high and normal schools.

Secretary McAdoo of the National War Savings Committee has formulated a plan whereby children of the public schools will be asked to become "Soldiers of Thrift" in the campaign to sell Thrift Stamps and War Savings Stamps during the year. Teachers are taking the names of children who buy Thrift Stamps. The total of \$2,000,000,000 is called for by the Thrift Loan, California's share being \$60,000,000. The boys and girls of the country can do much toward reaching this desired amount. Aside from the fact that the children can help in this Thrift saving campaign, the establishment on their part of the habit of Thrift will be more than worth the energy expended.

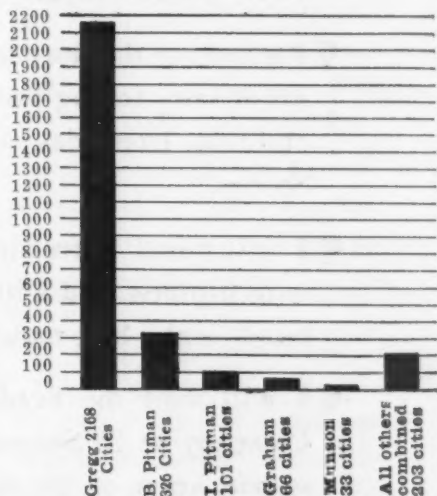
The Reedley Section of the Fresno County Institute opened November 23. Professor C. E. Rugh of the University of California in an address on "The Public Schools and Democracy," showed wherein democratic efficiency is superior to that of autocracy and pointed out that the students in the

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- ¶ I will stand for truth and justice and for all those things that will help to make the boys manly men and the girls womanly women.
- ¶ I will preach the gospel of the outdoor life with its fresh air and rugged play.
- ¶ Blessed are the story tellers. I will learn the gentle art of story telling and will gain inspiration for my children from day to day from "Worth While Stories."
- ¶ I will blend instruction with interest, good nature with firmness, and will not forget that an occasional laugh is the best tonic for school room or nursery.
- ¶ I will visit the headquarters of Milton Bradley Company at 20 Second Street, San Francisco, and so will know of the many Games, Books and lines of Occupational Work that devoted men and women have developed through the years that have gone for the help and guidance of Mothers, Teachers, Boys, Girls.

public school of today must take the place of the men now in service of the government who otherwise would have been leaders of politics, education and religion. Dr. Lewis M. Terman of Stanford University delivered a highly interesting address on "Individual Differences Among Children." Great interest was manifested in the address of Mr. W. B. Givens of the Fresno State Normal on "The Civic Center." Topics of local interest were discussed by teachers, principals and trustees. An interesting display of pupils' work was on exhibition and was inspected by a large number of patrons as well as teachers. The program was under direction of Mr. Cree T. Work, District Superintendent.

MRS. VENETTE LOCKER,
Secretary.

The Bulletin of the School Women's Time-to-Time Club of Southern California for December carries a number of interesting articles including one on "Educational Progress," by Mary C. Colver; "The Relation of the School to the Community," by Katherine Moran; "Social Activities and Constructive Recreation," Isabel McR. Gray. There are reports on "Dramatics in the Elementary School," Barbara Greenwood, Chairman, and "Investigating Conditions of Student Labor," Mary L. Clark, Chairman. Mila Tupper Maynard, Chairman of the Committee, reports an excellent list of books on war literature. The President of the Club is Una E. Fowler. Elizabeth Bailey is Secretary.

The Department of Superintendence of the National Education Association will meet at Atlantic City February 25 to March 2. The meeting, first set for Atlanta, was changed provisionally to Boston, owing to the fact that with the placing of an army cantonment at Atlanta the city could not care properly for the Convention. There was difficulty also found in securing proper Arrangements at Boston. Atlantic City, however, is amply prepared in every way, both as to halls and hotels, for taking care of this great meeting, which undoubtedly will be the largest in the history of the organization. Last year for the first time California was fairly represented at this meeting. It is proposed this year to have a much larger representation. No city or county

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in the State can afford to be without representation at this meeting. The expenses of the city and county superintendent should in every instance be met. In all probability a special car will this year convey the California delegation to Atlantic City. Opportunity may be provided for visiting one or more school systems en route. Those interested should at once write the Secretary of the California Council of Education, Monadnock Building, San Francisco, to the end that arrangements may be made for transportation. Information will also be gladly furnished regarding hotel accommodations.

The Leslie Salt Refining Co., 544 Market street, San Francisco, will mail to any inquirer a booklet "Descriptive Story on Salt". This booklet can be made the basis for a most profitable lesson on the salt industry. The Company has provided for class instruction a traveling industrial exhibit on salt and a motion picture reel showing every step in the production of salt. Exhibit and reel may be procured by writing to the University Extension Division, University of California, Berkeley.

Arthur H. Chamberlain, Chairman of the National Committee on Thrift Education, announces two new appointments to this Committee—Mrs. Henrietta W. Calvin, Specialist in Home Economics, United States Bureau of Education, Washington, and Miss Lilian E. Tingle, Director of the Department of Household Arts, University of Oregon. In the light of the great work now being done in the matter of food conservation in all of its phases, the National Thrift Committee is strengthened no little by the addition of these members.

The Institute of Stockton and San Joaquin County was held November 26, 27, 28 at Stockton. Important problems now confronting the schools were given consideration, such as the Efficiency Tests in the Grading of School Children, by Dr. Lewis M. Terman of Stanford; The Place and Purpose of Physical Education and Play in the School, by E. V. DeGroot of San Francisco; A Rounded Course of Study for the Elementary Schools, Commissioner Snyder; The County Unit of School Organization, Dr. W. W. Kemp, University of California; The Literature of the War, Dr. Aurelia Reinhardt,

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President of Mills College; Language in the Primary Grades, Miss Caroline Swope. Dr. Geo. M. Stratton spoke on What Encourages the Mind to Grow, Training the Steady Will, What to Stamp in and What to Stamp Out. The other speakers included Wm. Inch, Chas. J. Parsons, Miss Emma Tindell, V. R. Belieu, Miss Mary Gall, Geo. Wadsworth, John J. Iliff, John R. Williams, Mrs. Mae Turner.

In this issue the Geo. W. Caswell Co., 442-452 Second street, San Francisco, announces a unique series of outlines to be published in the "News" during 1918 for the use of teachers in the language, geography and domestic science classes. The February issue of the "News" will give an outline on "The History and Geography of the Coffee Industry." Succeeding outlines will give the entire story of coffee and tea from plantation to cup. The Company is rendering a real service to education by the publication of these carefully prepared teaching outlines. The Caswell traveling industrial exhibit on tea and coffee may be secured by addressing the University Extension Division, University of California, Berkeley.

Red Cross membership in the Pacific Coast Division is something over 300,000. The drive now on looks toward the securing of 467,000 new members. The total membership desired in the United States is 15,000,000. Arizona, Nevada and California are included in our Western Division. California has been organized into various divisions with divisional committees and chairmen. The membership fee is \$1.00; with the Red Cross Magazine 2.00. It is hoped that every person in the state who can possibly do so will become a member of the Red Cross. There are 154 Red Cross Chapters and auxiliaries in the Pacific Division.

Superintendent G. V. Whaley of Vallejo, who for some years has been at the head of the excellent school system of that city, and whose contract does not expire until June 1, 1920, has been called to the superintendency of the schools of San Diego. The contract is for four years and carries an annual salary of \$4,000. Mr. Whaley's work will begin in the southern city at the close of this school year in July. Mr. Whaley is



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Abridged and edited with notes, questions, and vocabulary, by Jacob Warshaw, Associate Professor in the University of Missouri. 226 pp. 12 mo. Illustrated. 80 cents.

It is a lively and highly interesting account of present-day South America, describing just such features of the cities, people, customs, and natural scenery as would appeal to the average tourist. After the first stage from New York to Buenos Aires, the tour led across the Argentine pampas and over the Andes to Santiago, Chile, thence to Valparaiso to rejoin the ship and home through the beautiful scenes of the Strait of Magellan, taking in the Panama Canal as the last stop.

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a graduate of Stanford University and of the University of California. At San Diego he will succeed Duncan MacKinnon, who for nearly a dozen years as School Superintendent has been the director of the school interests of San Diego and has built up one of the best school systems in the United States. The best wishes of the school forces of this state are with Mr. Whaley in his new position and with Mr. MacKinnon in his future work.

The question of ventilation in the home and the school is of supreme importance. Every child in every home and school should be led to see the importance of ventilation. The traveling industrial exhibit prepared by The Simplex Window Co., 525 Market Street, San Francisco, gives a real object lesson on ventilation. This exhibit may be procured by any school in California through the University Extension Division, University of California, Berkeley.

The Summer Session of the University of California will be held at the Los Angeles High School during the six weeks beginning June 24 and ending August 3 next. The new buildings of the Los Angeles High School are thought to be admirably adapted to the Summer Session. Attention will be given to Botany, Chemistry, Economics, Education, English, French, German, Graphic Arts, History, Household Art, Household Science, Journalism, Latin, Mathematics, Music, Philosophy, Physical Education, Physics, Public Health, Spanish. The faculty will include some of the members of the permanent faculty at the University and visiting instructors from Eastern institutions. Credit will be granted toward the University degree the same as for work done on the campus at Berkeley.

Education in the Philippine Islands has, during the past few years, had remarkable growth. With the experience of the United States upon which to build, and with a more centralized form of government, there have been advances made in the Philippines of which we of this country should take note. Dr. W. W. Marquardt, Director of Education in the Islands, states that there are 11,000 native and 500 American teachers. The education in the United States is not sufficiently flexible to be adapted to local conditions.

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In the Philippines they have learned the value of the short day session and of concentration. With sufficient land, even the rural schools are provided with at least an acre. School gardens and agricultural work receive large attention. The last census gives the school population as 660,000.

The American Book Company, with offices recently moved to 121 Second Street, San Francisco, announces a full line of text and supplementary books for schools and colleges. Their display rooms are in readiness to welcome visitors. The company is in position to fill orders promptly and desires in every way to be of service to those who have in hand the selection of books.

Thrift Day in the schools was observed on December 12. Governor Wm. D. Stephens issued a strong proclamation as follows:

The lesson of thrift must be well learned, not only for the purpose of the war, but in order that it may become a fixed habit in coming generations of the democracy which the Nation is fighting to preserve. The medium through which this National need is brought home to every man, woman and child is the present war-savings campaign.

It is important that the children of today shall take a leading part in war saving, and learn well the lesson of thrift. The child who saves in the Nation's hour of need also lays a solid cornerstone for his future, and starts a habit that will be beneficial through his whole life.

In order to enlist every child in California as a soldier of thrift, to teach him how to save and to practice self-restraint, I, as Governor of the State of California, do set aside Wednesday, December 12, to be observed as thrift day, with appropriate exercises in all the public schools of the State.

Professor Henry Turner Bailey, known throughout the country for his great work in art education and during the last several years as editor of the "School Arts Magazine" and of the publication "Something to Do," is now Dean of the Cleveland School of Art, and Supervisor of Educational Work at the Museum of Art, Cleveland Ohio. He still retains his connection on the editorial staff of "School Arts Magazine." Many California teachers recall with pleasure Professor Bailey's visit to the Coast a few years ago, when he took part in the programs of the Southern and Bay Sections of the State Teachers' Association.

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Announcement of Outlines for the Use of English and Domestic Science Classes during 1918.

During 1918 the Geo. W. Caswell Co. of San Francisco will issue through the "Sierra Educational News" a Series of Outlines for the use of Teachers in the Domestic Science and English Departments of Elementary, High and Normal Schools.

These Outlines will deal with the following general topics:—

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"A Book of Narratives." By Campbell and Rice. D. C. Heath and Co.

The current passion for story-writing has already been plentifully fed by volumes of selected specimen narratives, accompanied sometimes by notes on matters of literary history or criticism and usually by theoretical and rhetorical commentaries. No volume of this kind can be regarded as definitely representative or as ideally useful. But the volume of distinction is rare, and the recently published **"Book of Narratives,"** by Professors Campbell and Rice, especially justifies its existence by the fact that it aims not so much to instruct students in the ways of "successful" writing as to stimulate and enrich their potential faculty for seeing life imaginatively through the medium of the story. The editors append no guarantee that the reader who cons their specimens and observes their precepts will be able within a gratifyingly short time to write stories that will insure him an income sufficient for the maintenance of an expensive motor-car. But they offer the apt and avid student a course of reading that should first make him intelligently appreciative of what is true and significant in story-telling, and subsequently stir and direct whatever native ability he may have for the immense satisfaction of creative effort.

Whatever petty quarrel one may have with the editors concerning the democratic welcome they extend to specimens of narration that cannot claim a place among the generally accepted piece of literature, it must be admitted that there is nothing in the volume which does not meet the requirements of good taste, and it cannot be denied that to the world-storming young writer in school, as well as to the unacademically chastened aspirant outside of school, there is something valuably attractive in a selection that does not forbid O. Henry and a Harvard

undergraduate the company of Victor Hugo and George Eliot. In any case the plan of the book is excellent. The first section reveals what the essential pattern and intention of the story, as a distinct form, must be taken to be. The next section concretely illustrates some of the ways in which a story may be discovered in the only apparent incoherence and fragmentariness of everyday life, and this is followed by various illustration of ways in which the imagination intensifies the sense of life. In the fourth section the fine art of character-revelation is presented to the student's now awakened sensitiveness to human values, and the volume reaches its climax and completion in a section devoted to the problem of how to present a moral issue.

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As a humorist, a maker of pen pictures, a literary critic, a writer for old and young, the name of Mark Twain stands out today brighter than ever. Perhaps no writer in America, or in any country for that matter, has gained the hold upon the minds and hearts of all kinds and classes of people that has Mark Twain through his picturing of the activities and exploits of Huckleberry Finn and Tom Sawyer. As a student of human nature and as one acquainted first hand with the city and the country, with rulers and "common people" Mark Twain stands supreme. Brander Mathews has contributed a biographical criticism, published in Volume I of the author's national edition of Mark Twain, issued by Harpers. This edition consists of twenty-five volumes and includes "The Innocents Abroad", "Roughing It", "Life on the Mississippi", "Tom Sawyer", "Huckleberry Finn", "Pudd'nhead Wilson", and other well known works by this genius of the pen. Mark Twain has been translated into more languages than any other American. A set of Mark Twain could with profit be placed in every school and public library in the country. This set by Harper & Brothers is printed on excellent paper, well bound and in admirable type.

A. H. C.

"The Theory of Evolution." By William Berryman Scott. New York, MacMillan Co., pp. vii+183.

The theory of organic evolution is by some taken for granted; by others, not accepted at all. Some think the theory has been discarded by leaders in scientific thought. It has not been discarded, but is now more widely accepted than ever before. It influences more than ever before the thought of men in every department of knowledge. Everybody, then, ought to know something of the theory of evolution and the evidences

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Franklin, Ohio

upon which it is based. This is particularly true with respect to teachers. Teachers deal with a wide range of natural-science subjects, all of them worked out on an evolutionary basis. They deal with children, i. e., products of evolution. They attempt to control the growth and development of children, both evolutionary processes. The science of education is undergoing reorganization and reconstruction on an evolutionary foundation.

There are several books designed to present these evidences. Some of them are in foreign languages, others too compendious for the general reader. The little book by Romanes, entitled "Scientific Evidences of Organic Evolution," is, I believe, out of print, or at all events difficult to obtain. Mr. S. Herbert's volume on the "First Principles of Evolution" is excellent for the purpose of informing the layman concerning the general theory of evolution; and there are other books having the same end in view.

This book by Professor Scott covers the ground very well. It is interesting in both style and content and therefore appeals particularly to the general reader. It is avowedly "an outline review of the evidences upon which the doctrine of evolution is founded." These evidences are assembled and classified under the headings: classification, domestication and comparative anatomy, embryology and blood tests, palaeontology, geographical distribution, and experiment. The author concludes that: "The probability of the theory remains unshaken after more than half a century of unceasingly active investigation carried on all over the world. The doctrine seems stronger now and is upheld by a greater proportion of naturalists than when it made its early conquest of opinion." (p. 170).

In general the book is accurate. However, on page 13, it is erroneously stated, in mentioning the striking coincidence in the discovery of the principle of natural selection, that Darwin and Wallace "coöperated in the production of a preliminary paper" in the first exposition of that principle. Wallace's manuscript sent to Darwin from Ternate and extracts from Darwin's manuscript together with the letter from Darwin to Asa Gray, of 1857, were read jointly before the Linnaean Society, July 1, 1858.

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The "guy" or "gink" who is "wise to what we want", in his dismal attempt to put "punch" into the vernacular is punching the intelligence out of it; and he promises, unless deterred, to leave the previous fabric as full of holes as a colander and as void of working efficiency as a last month's commutation ticket.

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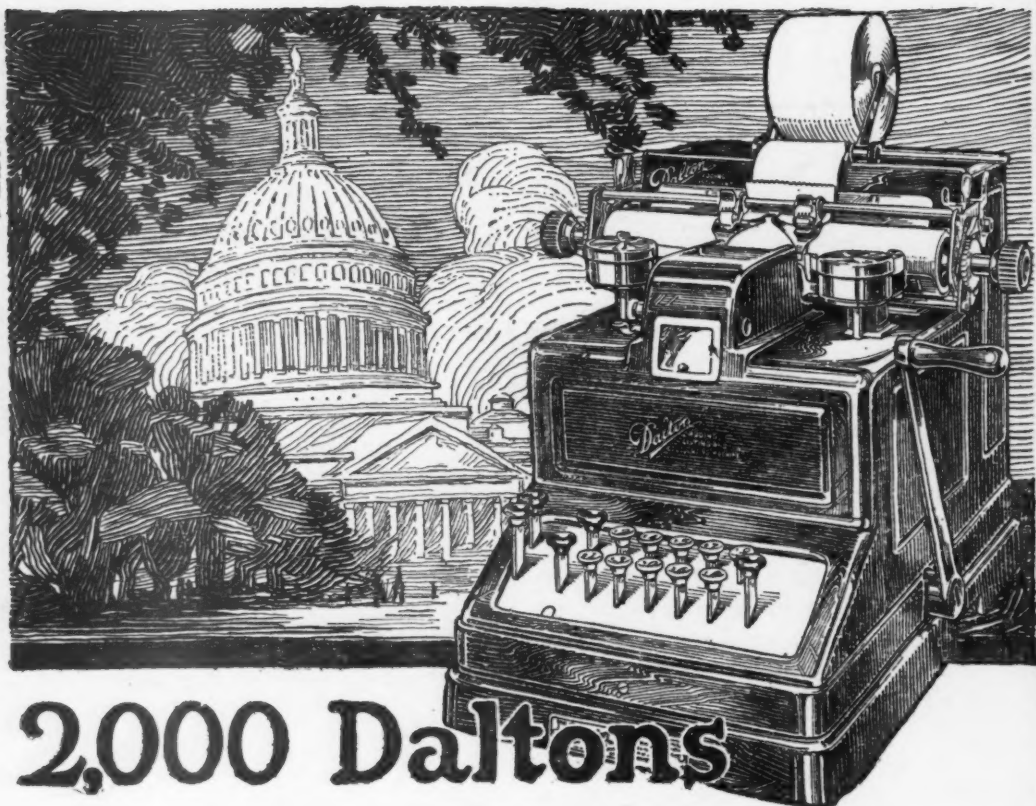
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